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ABSTRACT

An outgrowth of State-sponsored institutes conducted by Auburn University, Alabama, to produce career education teaching modules for adults, the occupational knowledge module is one of five field-tested curriculum guides adopted from findings of the nationally oriented Adult Performance Level Study conducted at the University of Texas. (Basic to the Texas study was the defining of general areas of need for effective livelihood in American society.) The primary instructional objective of the occupational knowledge module is "to develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contingencies of life." A designator coding system identifies performance objectives with a corresponding series of learning tasks or enabling objectives; separate columns list related instructor activity, learner activity, and resources. Basic skill areas emphasized are communication skills, problem solving techniques, and interpersonal relationships. Topic coverage includes: occupational experience vocabulary; source materials leading to employment; occupational categories; vocational testing and counseling methods; commercial/government/private employers; job applications and interviews; standards of behavior for various types of employment, attributes and skills leading to promotion; and financial and legal aspects of employment. (A 4-page bibliography lists additional resources.) (EA)

CAREER EDUCATION FOR ADULTS

APR 21 1975

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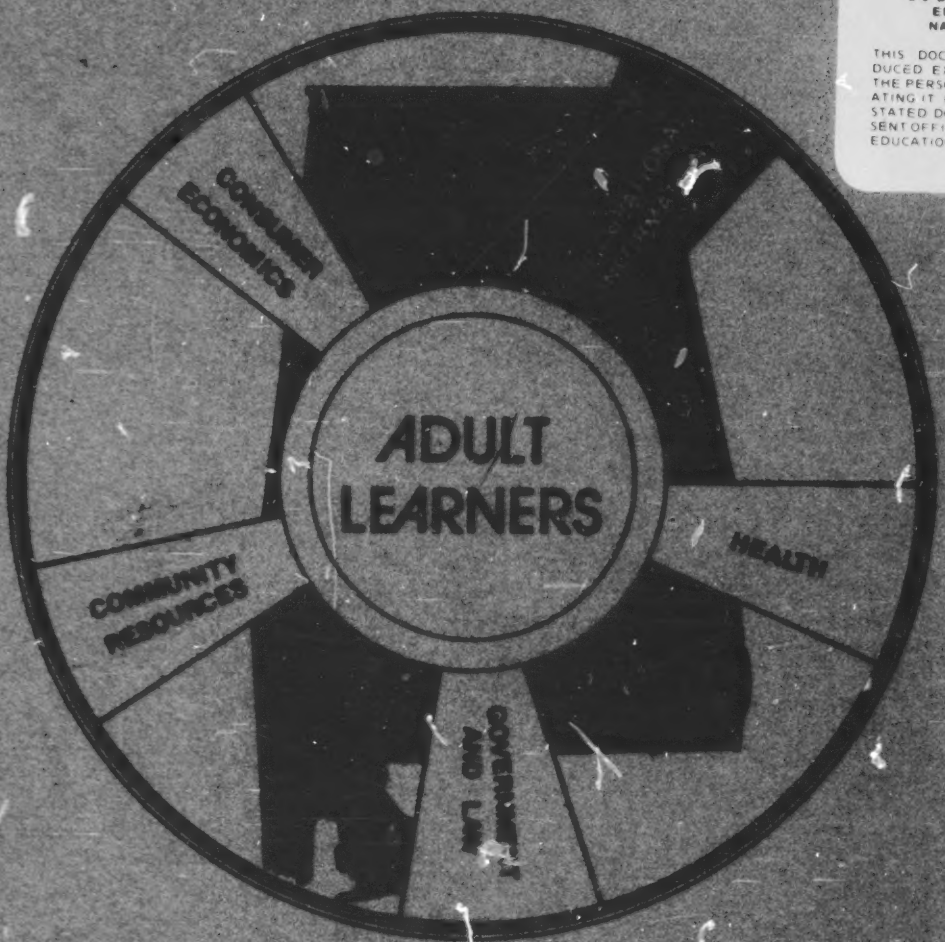

BASED ON ADULT PERFORMANCE LEVEL STUDIES

APL Tasks and Instructional Modules

A Cooperative Effort of
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Vocational and Adult Education Department
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and
Alabama State Department of Education
Adult Basic Education Division
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FOREWORD

Auburn University conducted the first Institute in Alabama devoted to career education for adults. This Institute was held during the weeks of August 6 through 17, 1973, and sixty participants from all areas of the State were involved. It was recognized at the outset that adults are often confronted with many problems requiring the application of knowledge and skills for adequate solutions. It was further recognized that basic educational offerings must be oriented strongly toward helping adult learners to acquire the needed knowledge and skills for adequacy in problem solution if such offerings were to be made relevant to needs. For these reasons, the Institute was designed in keeping with the findings of the Adult Performance Level Study conducted at the University of Texas, and the major purpose of the Institute was that of producing teaching approaches in a modular form utilizing the findings of the study. Thus, the tasks identified as being important to adults in the Texas study became the basis for the instructional modules developed by the Institute participants.

The nationally oriented Adult Performance Level Study defined a general areas of needs for effective livelihood in American society. In the structure, an instructional goal was stated for each general knowledge area, a set of performance objectives was stated that would allow for the attainment of the instructional goal, and each performance objective was followed by a series of learning tasks (enabling objectives) designed to help the learner attain the competencies required. Each task was presented in terms of teacher activities, learner activities, and resources required

so that an adult education instructor might employ the task modules in the most efficient and meaningful process.

The book was made available to many adult educators throughout the State of Alabama and across the nation. Evaluative and other feedback materials were provided, reciprocally, in order to determine any necessary changes. Therefore, a thorough "field testing" was carried out during the period of September, 1973 through May, 1974 to check out and determine he feasibility and applicability of each major task at the varying adult performance levels.

During the same period, the performance level study conducted by Dr. Norrell Northcutt of Texas and associates revised the original tasks. The final outcome of that study reduced the general knowledge areas to five and revised the performance objectives and tasks accordingly. The information from this facet of the study provided a new impetus for further development of the approach employed in the first book, and as a result, the Adult Education Department of Auburn University received a grant from the Alabama State Department of Education, Adult Basic Education and U.S.O.E. to fund an Institute and follow-up with the purpose being that of a major revision in terms of the newly defined knowledge areas, performance objectives, and tasks and implementation of adult education curriculum based upon the revised modules.

The Summer Institute, made possible by this grant, was held at Auburn University on August 12-16, 1974. The Institute participants, most of whom were experienced in using the modules, were divided into five

groups, with each group being responsible for one of the general knowledge areas defined. The purpose of each group was to revise the book in keeping with the new structure in terms of knowledge areas, performance objectives, and tasks. In many instances, it was possible to place task modules from the earlier publication under the new performance objectives, while in others, the participants had to create new modules as required by the new structure. Additionally, it was decided that five books would be produced, each one representing a specific knowledge area as shown in the diagram below.

GENERAL KNOWLEDGE AREAS

	Occupational Knowledge	Consumer Economics	Health	Community Resources	Government and Law
Basic Skills	Communication skills				
	Problem solving techniques				
	Interpersonal relationships				

The performance objectives for each knowledge area were adopted from the new data of the Adult Performance Level Study, and the tasks (enabling objectives) were adaptations of the ones produced by the new data. Finally, it should be noted that some tasks were considered to be above that which would be acceptable to some adult groups; therefore,

such tasks were included as a separate section entitled "Advanced Tasks" so that instructors might choose from them if appropriate for particular groups.

EVALUATION OF ADULT PERFORMANCE LEVEL MODULES

(By Participants in the 1974 Adult Basic Education Institute, Auburn University)

NAME _____ POSITION: Instructor _____
Supervisor _____
Other _____

TASK PREFIX LETTERS & NUMBERS: (Example: OK-25) _____

Number of learners in each level: Level 1 _____
Level 2 _____
GED _____

Amount of Instruction time for this module _____.

BASIS FOR MODULE SELECTION

(Why did you select this module for use in an Adult Education class?)

INSTRUCTIONS: Show the method(s) which were used in the selection of this module by checking only one blank under each of the following items.

(1) Instructor's perception of the need for the selected module.

High _____
Low _____
None _____

(2) Supervisor's influence in selecting this module.

High _____
Low _____
None _____

(3) Learner's perception of need for the selected module as expressed through individual means. (Ex.: through the use of tests, conversation, observation, case-study, etc.).

High _____
Low _____
None _____

(4) Perception of learner's needs as expressed through group activities. (Ex.: discussion, role playing, observation, case-study, etc.).

High _____
Low _____
None _____

(5) Availability and accessibility of resources (includes resource persons, books, pamphlets, visual aids, materials for constructing instructor-made resources, etc.).

High _____
Low _____
None _____

(6) Critical Incident - To what extent did your learners experience a sudden and important real-life need?

High _____
Low _____
None _____

********** ***

ESTIMATION OF THE MODULE AS A LEARNING EXPERIENCE

Please give your opinion of the efficiency of the modules as a learning experience by checking one blank under each of the following items.

(1) Learner's interest and accomplishments.

High _____
Low _____
None _____

(2) Effectiveness of instructor activities.

High _____
Low _____
None _____

(3) Effectiveness of learner activities.

High _____
Low _____
None _____

(4) Effectiveness of resources.

High _____
Low _____
None _____

Suggestions for improvement of the module: _____

_____

_____

_____

_____

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Adult Career Education

OCCUPATIONAL INFORMATION MODULE

Based on the APL Study AUBURN UNIVERSITY Vocational and Adult Education

Cover Designs:
Learning Resources Center
School of Education
Auburn University

OCCUPATIONAL KNOWLEDGE

INSTRUCTIONAL GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests, in relation to the economic contigencies of life.

DESIGNATOR SYSTEM: Those performance objectives related directly to occupational knowledge are designated OK and followed by a number. The tasks (enabling objectives) follow the performance objectives with the letter "T" used as the Task Designator, then followed by the number of the Task for that specific objective. Thus, the designator code OK-1, T-1 means Occupational Knowledge Performance Objective One, Task One.

CONTENTS:

1. Occupational Knowledge objectives and tasks.

2. Suggested advanced tasks for certain performance objectives.

3. Bibliography of suggested resources not contained in the resources sections of the task modules.

OCCUPATIONAL KNOWLEDGE

OK Objective 1. To build a working vocabulary related to the materials and situations of the occupational experience.

TASKS:

T-1. Using words commonly found in employment situations (applications, on the job, etc.) to read and verbally associate the word with its meaning.

T-2. To be able to correctly spell the words used in T-1.

T-3. Using occupation-related materials, to list abbreviations commonly employed and to read, write and understand the words for which the abbreviations stand (e.g., F.I.C.A., I.R.S.).

OK Objective 2. To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

TASKS:

T-1. To list diverse sources of job information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.

T-2. To read employment ads found in newspapers.

T-3. To read employment opportunity ads found in post offices, union halls and on factory bulletin boards.

T-4. Using various state publications to familiarize students with the employment opportunities and trends in Alabama.

OK Objective 3. To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

TASKS:

T-1. To read newspaper employment ads and to divide advertised jobs into broad occupational categories (professional, managerial, sales, etc.).

T-2. Using the Occupational Outlook Handbook from the U. S. Department of Labor, to supplement the list of categories in T-1.

T-3. Using the categories from T-1 and T-2, to list various jobs and their salaries advertised in the newspaper.

T-4. To write the job requirements (educational and experiential) and benefits (including salary) for those jobs from OK-3, T-3, in which individual learners are interested, but not necessarily qualified for.

T-5. To match the individuals real qualifications with the job requirements compiled in OK-3, T-4.

T-6. To rate the lists from T-4 and T-5 in order of desirability.

OK Objective 4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

TASKS:

T-1. To define vocational testing, by listing available tests. places where tests are given (with or without charge), where counselors are available and any vocabulary pertaining to common testing practices.

T-2. In discussion with a resource person, to list reasons why such tests are given, and to list aspects of taking standardized tests.

T-3. Using assistance from an instructor or counselor, to take job interest inventories or related tests.

T-4. To write a summary of test result interpretations in a personal notebook for reference purposes.

OK Objective 5. To understand the differences among commercial employment agencies, government employment agencies and private employers.

TASKS:

T-1. Using the yellow pages of the phone book and the employment ads in a newspaper, to compile a list of employment agencies and designate those ads which are sponsored by government agencies.

T-2. Using literature published by commercial employment agencies, to write descriptions of hiring procedures and financial obligation incurred by an applicant of these agencies, and to compute fees based on different salaries.

T-3. In discussion, to chart the advantages and disadvantages of gaining employment through various kinds of agencies and private employers.

OK Objective 6. To prepare for job applications and interviews.

TASKS:

T-1. Using employment ads from the newspapers, to identify and note initial steps toward employment called for by the ads (e.g., letter, telephone call, etc.).

T-2. To identify the things a prospective employee should have before application for employment is made (e.g., social security number, list of past employers with dates).

T-3. To list reasons why references from past employers or personal friends could be valuable to the job applicant.

T-4. In a role-playing situation, to call a prospective employer for a job interview appointment.

T-5. To write a suitable letter to a prospective employer requesting an appointment and giving qualifying information.

T-6. To list do's and don'ts for the prospective employee in the interview situation (e.g., dress, behavior, etc.).

T-7. To list possible questions to ask a prospective employer.

T-8. To be able to complete samples of job application forms as completely as possible.

T-9. To compute the cost of an interview (telephone call, transportation, etc.).

T-10. To be able to write a complete resume to be used in employment application procedures.

OK Objective 7. To know standards of behavior for various types of employment.

TASKS:

T-1. Using personal experience and published materials, to discuss proper behavior and attitudes.

T-2. To discuss consequences (financial, personal) of meeting and not meeting job requirements.

T-3. Using various persons employed in a number of categories of jobs as resource persons, to discuss how work orders and assignments may be given (written, verbal) and the skills needed to understand these orders or assignments.

T-4. To be aware of various ways to deal with interpersonal conflict on the job.

T-5. To discuss importance of working conditions in terms of health and safety of the worker.

T-6. Using published materials which explain union purposes, benefits and obligations, to underline the main ideas.

T-7. To list several personal and family factors which may hinder employment and to discuss ways in which these obstacles can be overcome.

T-8. To be aware of the pros and cons (including practicality) of part-time employment.

T-9. To write in business letter form, letters of resignation.

OK Objective 8. To be aware of attributes and skills which may lead to promotion.

TASKS:

T-1. To list some attributes which might lead to promotion.

T-2. To chart the places in the community which offer vocationally-related training, the kind of training offered, the sponsoring agency, cost to the individual, and other pertinent information.

T-3. To become familiar with the manner in which to ask an employer for increased salary, benefits or special privileges.

OK Objective 9. To know the financial and legal aspects of employment.

TASKS:

T-1. Using payroll statements, to calculate hourly wages, piece work rates, percentage of tax deductions, social security deductions, insurance deductions, etc. (net and gross).

T-2. Using various scales to calculate overtime and deduct for lateness or absenteeism.

T-3. To apply for a social security card and to change names at the time of marriage or divorce.

T-4. To write a letter requesting social security information.

T-5. Using social security booklets, to read and underline the main ideas.

T-6. Using social security booklets, to calculate amounts of money paid in and numbers of quarters needed to be covered by social security.

T-7. To understand and be able to complete a W-4 Employee's Withholding Exemption Certificate form.

T-8. To become familiar with the types of insurance commonly available to the worker (workman's compensation, disability, major medical, etc.).

DESIGNATOR: OK-1, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-1: Using words commonly found in employment situations (application, on the job, etc.) to read and verbally associate the word with its meaning.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain application forms for various types of jobs from different companies in the area and reproduce forms, distribute to learners.	1. Review the application forms and associate words with meaning.	1. Application forms from State Employment Service and local companies.
2. Determine through discussion with the group, those words or phrases with which they are unfamiliar, or whose meanings are unclear.	2. Participate in the group discussion for clarification in identifying unfamiliar words.	2. Kay, Kaschmek. THE WORLD OF WORK. Syracuse: New Readers Press, 1969.
3. Prepare, explain and distribute to each learner an exercies which requires the learner to match 20 such words as reference, personal, legible, etc. with their meaning.	3. Complete matching exercise. Use dictionary where necessary.	3. GETTING THE JOB. Chicago: Follett Educational Corporation, 1971.
4. Prepare and distribute a list of words commonly found in employment applications to learners. Explain that they are to locate each word in the dictionary and write the definition.	4. Complete dictionary exercise.	4-1 OCCUPATIONAL ESSENTIAL SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford: L. C. Johnson Press, 1971. 4-2 Dictionaries.

OK-1, T-1 continued.

5. Prepare simple crossword puzzle to match word with meaning.	5. Work crossword puzzle.	5-1 Instructor produced materials. 5-2 Dictionaries.
6. Prepare a dialogue between an employer and a prospective employee, using the words from Instructor Activity #4. Reproduce and give copies to the learners for reading in pairs.	6. Choose a partner for a reading dialogue between employer and prospective employee.	6. See resource 4-1.

DESIGNATOR: OK-1, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-2: To be able to correctly spell the words used in T-1.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide a list of words used in T-1.	1. Learn to pronounce and spell the words from the handout.	1. See T-1 for list of words.
2. Provide employment form(s) for the learner.	2. Find spelling words on the form(s) and circle.	2. JOB APPLICATION SKILL. Huntingham: Special Services Supply.
3. Provide a work sheet with words from the employment form misspelled.	3. Identify and correct the spelling words misspelled and use the dictionary as a reference when necessary.	3-1 GATEWAY TO CORRECT SPELLING. Austin: Steck-Vaughn Inc., p. 105. 3-2 Dictionaries.
4. Mimeograph an exercise that will include approximately seventy-five (75) percent of the words found on an employment form to evaluate the learner's capability.	4. Complete the exercise correctly and make other additions of words for emphasis.	4. Instructor-made exercise.

DESIGNATOR: OK-1, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVI OK-1: To build a working vocabulary related to the materials and situations of the occupational experience.

ENABLING OBJECTIVE T-3: Using occupation-related materials, to list abbreviations commonly employed and to read, write, and understand the words for which the abbreviations stand (e.g. F.I.C.A., I.R.S.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure application forms as used in OK-1 and other forms usually filled out by new employers. Distribute to learners.	1. View the application given and prepare an exercise in identifying words with symbols that are already know.	1. See OK-1, T-1 resources.
2. Read as you list abbreviations that are commonly found on employment application forms or other forms.	2. Write down the list of abbreviations and pronounce them silently for emphasis.	2. GATEWAY TO CORRECT SPELLING. Austin: Steck-Vaughn Inc.
3. Write on the chalk board a list of the abbreviations and the word or words for which the abbreviations stand.	3. Copy form the chalk board the list of abbreviations and the word or words for which they stand.	3-1 Chalk board. 3-2 State employment form.
4. Provide the learners with an exercise in which they may match abbreviations with meanings.	4. Complete the exercise and use the dictionary as needed.	4-1 Dictionary. 4-2 Instructor-made exercises.

DESIGNATOR OK-2, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g, radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-1: To list diverse sources of job information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. List on chalk board sources of job information, using experiences related by learners.	1. Tell the class how you (or someone you know) first heard about a job you hold or once held.	1. Learner's experience.
2. Add to list of sources not already mentioned by learners. List should include: Friends and Relatives State Employment Agencies Private Employment Agencies Better Business Bureau School and College Newspaper Observe Construction Civil Service announcements Classified telephone directories Industrial directories Local Community organizations Radio and television broadcasts	2. Copy the list of information sources for future reference.	2. ----------

DESIGNATOR: OK-2, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-2: To read employment ads in newspapers.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure want ad sections for persons unable to do so.	1. Bring want ad section of paper to class.	1. Any newspaper.
2. List abbreviations for words often found in want ads.	2. Write and learn abbreviations.	2-1 Schneider, Bernard. GETTING AND HOLDING A JOB. Frank E. Richards Publishers, Phoenix, New York. 2-2 GIFT: DAILY ADULT LIVING. Alabama ABE. pp. 101, 102.
3. List special "want ads words" and their meanings on board.	3-1 Learn words and their meanings. 3-2 Discuss words and tell how they are used in ads.	3. See resource #2.
4. Put examples of want ads on board or transparencies using abbreviations.	4. Copy ads and change abbreviations to full words.	4. Any newspaper.
5. Assist learners in locating and circling jobs of interest in the want ad section of their local newspaper.	5. Locate and circle jobs of interest.	5. The local newspaper of the learner.

DESIGNATOR: OK-2, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-3: To read employment opportunity ads found in post offices, union hall and on factory bulletin boards.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure a variety of employment opportunity ads and distribute to learners. 1-2 List locations of job opportunities. 1-3 List qualifications that these jobs require.	1-1 View a variety of employment opportunity ads and prepare for general discussion. 1-2 List job opportunities that they are interested in. 1-3 List the qualification that they have and note the job they qualify for.	1-1 OCCUPATIONAL EDUCATION FACT FINDING SERIES. Huntington: Special Service Supply. 1-2 Ads found in post office, factory bulletin boards, union hall, local newspaper, etc.
2. Make a presentation on the importance and advantages of employment ads.	2. Participate in the question and answer period concerning the importance and advantages of employment ads.	2. ----------
3. Discuss the requirements for qualification for various jobs.	3. Write down the requirements for which you qualify.	3. I WANT TO READ AND WRITE. Austin: Steck-Vaughn Co., p. 109.
4. Discuss the key words for each job ad informally.	4. Participate in the informal discussion.	4. ----------
5. List the key words on each kind of employment ad.	5. Write the key words on each kind of employment ad.	5. ----------

OK-2, T-3 continued.

6. Select an employment ad of the learners individual interests and present it to him.	6. Take the ad and read it correctly and completely, be able to verbally relate his qualifications.	6. Employment Ads.

DESIGNATOR: OK-2, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-2: To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

ENABLING OBJECTIVE T-4: Using various state publications to familiarize students with the employment opportunities and trends in Alabama.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide learners with state publications.	1. Explore material to determine present and future employment trends statewide.	1-1 ALABAMA ADVISORY COUNCIL ON VOCATIONAL EDUCATION, Annual Evaluation Report, Auburn, Alabama, 1973. 1-2 NEW AND EXPANDING INDUSTRIES REPORT FOR ALABAMA, 1973, Alabama Development Office, Montgomery, Alabama. 1-3 BASIC LABOR MARKET INFORMATION BY COUNTY: ALABAMA. 1-4 ALABAMA'S MANPOWER OF TOMORROW. 1-5 LABOR MARKET NEWS (Specific county desired.) 1-6 ALABAMA TECHNICAL INSTITUTE, State Department of Education, Division of Vocational Education, Montgomery, Alabama.

OK-2, T-4 continued.

2. Discuss implications for materials in #1.	2. Determine manpower needs within their particular geographic area.	2. See resources listed in #1.
3. Assist learners in researching areas of interest.	3. Locate three industrial employment opportunities for which the student would presently qualify.	3. See resources listed in #1.

NOTE: 1-3, 1-4, and 1-5 can all be ordered from: Department of Industrial Relations. Montgomery, Alabama.

DESIGNATOR: OK-3, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-1: To read newspaper employment ads and to divide advertiesd jobs into broad occupational categories (professional, managerial, sales, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Bring enough copies of local newspaper classified section for each learner. Distribute to class.	1. Locate "help wanted" ads in classified section. Look over all, then circle ten ads that sound interesting.	1. Local newspapers, daily and Sunday editions.
2. List broad occupational categories on board or transparency. Point out clues to finding which category advertised jobs fall into, using several ads as examples.	2. Place each of the ten circled ads into one of the categories listed by the teacher.	2. ----------

DESIGNATOR: OK-3, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-2: Using the Occupational Outlook Handbook from the U. S. Department of Labor, to supplement the list of categories in T-1.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Demonstrate the use of the OCCUPATIONAL OUTLOOK HANDBOOK in finding categories of jobs.	1. Using the HANDBOOK, look up 2 or 3 jobs of interest, noting the category into which each job fails.	1-1 Alabama Employment Service. 1-2 Vocational counselor, local school system.
2. List on board or transparency the categories of occupations appearing in OCCUPATIONAL OUTLOOK HANDBOOK.	2. Read the list of categories.	2. OCCUPATIONAL OUTLOOK HANDBOOK, U. S. Department of Labor. Washington, D. C.

DESIGNATOR: OK-3, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVI OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-3: Using the categories from T-1 and T-2, to list various jobs and their salaries advertised in the newspaper.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. On sheets of 8½" x 11" paper, write the names of each of the categories from T-1 and T-2. Affix the sheets to a bulletin board or wall display space.	1. Look over all the category-sheets.	1. OK-3, T-1 and T-2.
2. Assist learners in clipping ads from newspaper and pasting them on the sheet giving the category to which each job belongs.	2. Clip as many different kinds of job ads as possible from the "Help Wanted" section of the newspaper. Paste each ad on the sheet giving the category to which it belongs. Underline in red the salary for the job, if listed in the ad.	2. Local newspaper classified ads.

DESIGNATOR: OK-3, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to note these categories in terms of desirability.

ENABLING OBJECTIVE T-4: To write the job requirements (educational and experimental) and benefits (including salary) for those jobs from OK-3, T-3, in which individual students are interested, but not necessarily qualified for.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Display the category sheets with "Help Wanted" ads from OK-3, T-3. Assist learners in finding three ads of interest.	1. Select from the display five ads of personal interest.	1. Categorized ads from OK-3, T-3.
2. Assist learners in finding requirements and benefits of jobs in ads selected.	2. For each ad, write education required, experience required, salary, and other benefits listed.	2-1 OCCUPATIONAL OUTLOOK HANDBOOK. U. S. Department of Labor, 1972-73. 2-2 OCCUPATIONAL ESSENTIALS SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford: L. C. Johnson Press, KN. 2-3 ALABAMA JOB GUIDEBOOK FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama.

DESIGNATOR: OK-3, T-5 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-5: To match the individual's real qualifications with the job requirements compiled in OK-3, T-4.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learner in making a realistic assessment of his qualifications: age health physical limitations education job experience long-range occupational goals family responsibilities willingness to relocate or adjust to unusual hours or conditions special talents	1. Make a personal inventory of your qualifications including the items listed by the instructor and any others you may wish to add.	1-1 GIFT: DAILY ADULT LIVING, Alabama ABE. 1974. pp. 89-90. 1-2 Maslow's "Hierarchy of Needs" handout. Dr. Harry Frank, Department of Vocational and Adult Education, Auburn University, Auburn, Alabama. 1-3 Hoppock, Robert. OCCUPATIONAL INFORMATION. New York: McGraw-Hill Book Company. 1-4 HELPFUL HINTS: APPLICATION FOR YOUNG JOB SEEKERS. South Central Bell local office. (free) 1-5 Dillen, Donald. TOWARD MATCHING PERSONAL AND JOB CHARACTERISTICS. Washington: Bureau of Labor Statistics. 1-6 HOW TO GET AND HOLD THE RIGHT JOB. Montgomery, Alabama. Alabama State Employment Service.

OK-3, T-5 continued.

2. Assist learner in comparing real qualifications with job requirements of ads from OK-3, T-4.	2. Compare real qualifications with requirements of the jobs selected in OK-3, T-4. Make a note of any areas where qualifications fall short of requirements.	2. ----------

DESIGNATOR: OK-3, T-6 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-3: To define occupational categories in terms of the education and job experience required and to rate these categories in terms of desirability.

ENABLING OBJECTIVE T-6: To rate the lists from OK-3, T-4 and T-5 in order of desirability.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Assist learner in determining which jobs are most suited to his abilities and needs, considering: a. salary b. working hours c. access to home d. chances for advancement e. working conditions and surroundings f. education and training g. overtime h. EAL (Emergency Annual Leave) i. vacation and paid holidays	1. Using the list of requirements from OK-3, T-4 and the list of qualifications from OK-3, T-5, decide which jobs are best suited to the individual.	1. See resources on OK-3, T-4.
2. ----------	2. Rate the jobs from 1 to 5 in order of desirability.	2. ----------

NOTE: Aptitude and preference testing are covered in OK Objective 4.

DESIGNATOR: OK-4, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-1: To define vocational testing, by listing available tests, places where tests are given (with or without charge), where counselors are available, and any vocatulary pertaining to common testing practives.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Supply list of testing and counseling agencies available, and names of tests given by each.	1. List agencies and names of tests.	1-1 Yellow pages of telephone directory. 1-2 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama. 1-3 City directories. 1-4 Chamber of Commerce. 1-5 Vocational Counselor, local school system.
2. Determine testing sites through discussion and make list of unfamiliar terms.	2-1 Identify unfamiliar words. 2-2 Match words with meanings.	2-1 Dictionary. 2-2 See resources #1-3 and 1-4 above.
3. Provide area maps.	3. Locate agencies, use maps.	3. Maps of local areas.
4. Provide exercises to determine nearest agency (compute mileage).	4. Compute distance from home to nearest agency.	4. Area maps from 1-3 and 1-4.

OK-4, T-1 continued.

5. List available modes of transportation.	5. Select most convenient mode of transportation.	5. Instructor-made list.

DESIGNATOR: OK-4, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-2: In discussion with a resource person, to list reasons why such tests are given, and to list aspects of taking standardized tests.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain tests applicable to students.	1-1 Discuss the aspects of taking test. 1-2 Identify unfamiliar words by using dictionary when necessary. 1-3 Become familiar with different tests.	1. Stimlated test samples of ABLE, TABE, GED, LOCAL industry tests, Kuder Preference Test, Strong Vocational Interest Test and General Aptitude Test Battery, etc., from vocational counselor.
2. Invite a vocational counselor to lead the discussion relating to test taking, explaining why the tests are given.	2. Discuss the test.	2. A resource person (testing specialist or vocational counselor from local school system or Alabama Employment Service).
3. Administer a short simulated test sample.	3. Practice taking test.	3. Any sample listed in resource #1.
4. Contact resource persons for field trip and provide transportation for trip to testing center.	4. Take the class on a field trip to a testing center.	4. Yellow pages of telephone directory.

DESIGNATOR: OK-4, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-3: Using assistance from an instructor or counselor, to take job interest inventories or related tests.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Define interest and aptitude. 1-2 Conduct a group discussion on interests and aptitudes with emphasis on individual differences. 1-3 Introduce Holland's Self Directed Search interest test to help students assess their interest and rate their own ability. 1-4 Assist students in matching tests results with Occupational Code Finder.	1-1 Orally tell the difference in interest and aptitude. 1-2 React to the discussion on the basis of your individual interests and aptitudes. 1-3 Take and score Self Directed Search interest test. 1-4 Explore careers matched with their individual occupational codes using the DOT and Occupational Outlook Handbook.	1-1 DICTIONARY OF OCCUPATIONAL TITLES, Vols. I, II, III and IV. Washington: U. S. Government Printing Office. 1-2 OCCUPATIONAL ESSENTIALS SKILLS AND ATTITUEDS FOR EMPLOYMENT. Rockford: L. C. Johnson Press, 1971. 1-3 Holland's Self Directed Search, Palo Alto, California; Consulting Psychologists Press, 1970. 1-4 Holland Self Directed Search Occupation Finder, Dictionary of Occupational Titles; Occupational Outlook Handbook, Washington, D. C.; U. S. Government Printing Office; Vocational Education and Occupations, Washington, D. C., U. S. Printing Office. 1-5 A SOURCEBOOK OF ELEMENTARY CURRICULA PROGRAMS AND PROJECTS (Alert). Washington: U. S. Government Printing Office.

OK-4, T-3 continued.

2. Distribute to each member of the class a JOB GUIDE FOR YOUNG WORKERS.	2. View the job guide and ask questions in order to make the necessary steps.	2-1 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama. 2-2 CAREER EDUCATION RESOURCE BOOK. General Learning Press, 1972. 2-3 U. S. Civil Service Department in local area.
3. Show filmstrip and lead discussion.	3. View and discuss filmstrip.	3. Filmstrip, "Requirements in the World of Jobs" and "Achieving Success in the World of Jobs," Guidance Association, Pleasantville.
4. Secure the services of a resource person from the State Employment Services to discuss and administer if requested the ABLE 4 Aptitude Test.	4. Ask questions of resource person and take test if interested of if not taken before.	4. Resource person-State Employment Services.
5. Arrange to carry the class on field trips to an area vocational school and local industry.	5. Participate in field trip to the area of interest in securing employment.	5-1 Area Vocational School. 5-2 Local industries within the area.
6. Assist learners in compiling list of interests and aptitudes.	6. List individually felt interests and aptitudes.	6. Instructor prepared materials.

DESIGNATOR: OK-4, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-4: To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.

ENABLING OBJECTIVE T-4: To write a summary of test result interpretations in a personal notebook for reference purposes.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. See instructor activity for OK-4, T-3.	1. See Learner Activity for OK-4, T-3.	1. See resources for OK-4, T-3.
2. Divide class into small buzz groups for discussion of test results.	2. Discuss the test results that were different from your felt needs.	2. MAKING VOCATIONAL CHOICES, A THEORIES OF CAREER. John L. Holland, Englewood Cliffs, N. J.; Prentice-Hall, Inc., 1973.
3. Assist learners in writing a summary of interests and aptitudes as revealed in the test results.	3. Write a summary of test result interpretations, listing interests and aptitudes revealed in the test. Keep this summary for future reference.	3. Test results.

DESIGNATOR: OK-5, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies, and private employers.

ENABLING OBJECTIVE T-1: Using the yellow pages of the phone book and employment ads in a newspaper, to compile a list of employment agencies, and designate those ads which are sponsored by government agencies.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Discuss differences between government, commercial and private employment agencies. 1-2 Arrange field trip to an employment agency.	1-1 Learn the differences between government, commercial and private agencies. 1-2 Visit an employmant agency.	1-1 Schneider, Bernard. GETTING AND HOLDING A JOB. Frank E. Richards Publishers, Phoenix, New York. 1-2 Contact resource persons from agency to arrange field trip.
2. Provide telephone directory and classified advertising section of local newspapers.	2. Locate names of employment agencies in yellow pages and in newspaper ads.	2. Newspapers and telephone directory.
3. Assist learners in distinguishing differences in the types of ads in paper.	3-1 Circle ads that are private, commercial and governmental. 3-2 Write the three headings on paper. List appropriate ads under each.	3-1 HOW TO GET A JOB. Redwood City, California: Visual Material, Inc. 3-2 Newspapers.

DESIGNATOR: OK-5, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies and private employers.

ENABLING OBJECTIVE T-2: Using literature published by commercial employment agencies, to write descriptions of hiring procedures and financial obligation incurred by an applicant of these agencies, and to compute fees based on different salaries.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure brochures from several commercial employment agencies.	1. Read over the brochures, compare hiring procedures and fees charged by each agency. Make a list of these for future reference.	1-1 Local commercial employment agencies. 1-2 Chamber of Commerce.
2. Demonstrate how to compute fees charged for jobs with different salaries.	2. Compute fees charged by various agencies, based on differenc salaries.	2. See resource #1-1 and 1-2 above.

DESIGNATOR: OK-5, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-5: To understand the differences among commercial employment agencies, government employment agencies and private employers.

ENABLING OBJECTIVE T-3: In discussion, to chart the advantages and disadvantages of gaining employment through various kinds of agencies and private employers.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion of advantages and disadvantages of using commercial and government agencies, as well as applying directly to a private employer.	1. Participate in discussion, sharing experiences with various agencies.	1. Refer to all resources listed for Tasks #T-1 and T-2 for OK-9.
2. Using ads in newspaper, assist learner to spot advantages and disadvantages in gaining employment through commercial agencies and private employers.	2. Find ads in "help wanted" section of newspaper for comparable jobs offered by a commercial agency and a private employer. Use points raised in above discussion to determine which ad to answer.	2. Local newspaper.

DESIGNATOR: OK-6, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-1: Using employment ads from the newspapers, to identify and note initial steps toward employment called for by the ads (e.g., letter, telephone call, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide "help wanted" ad section of newspapers and introduce activity to find initial steps toward employment called for by different ads.	1. Using newspaper employment ads, find: a. 3 ads that say "apply in person." Write the address, hours you may apply, and name of the person you should ask for. b. 3 ads requiring a phone call to make an appointment. Write the phone number and name of the person you should ask for. c. 3 ads requiring a letter of application. Write name and address or newspaper box number to which you must write.	1. Local newspapers, both daily and Sunday.
2. Assist learners in making decisions about what initial steps toward employment should be taken.	2. Find ads for two jobs of personal interests and decide what initial steps toward employment should be taken.	2. Daily and Sunday local newspapers.

DESIGNATOR: OK-6, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-2: To identify the things a prospective employee should have before application for employment is made (e.g., social security number, list of past employers with dates).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide application forms from various employers.	1. Look over application forms, noting blanks for various kinds of information.	1. Application forms from local businesses and industries.
2. With learners' help, list on chalk board things the job seekers should have before making applications.	2. Make a list of all the things the prospective employee should take to the interview, including social security number, names and addresses and dates of schools attended, list of employers with dates, list of references with addresses.	2-1 GIFT: DAILY ADULT LIVING. Alabama ABE, State Department of Education, Montgomery, Alabama. 2-2 Job Interviews (transparencies), Colonial Films, Inc., Atlanta, Georgia.
3. Point out the necessity (for providing proof of age, etc.) of having legal documents available if requested by employer.	3. Add to the list any important legal documents the job-seeker should have available: birth certificate, diplomas or certificates from training courses, service discharge papers, health card, etc.	3. ----------

DESIGNATOR: OK-6, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-3: To list reasons why references from past employers or personal friends could be valuable to the job applicant.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Summarize ways employers use references to find out about the applicant's personal qualities, attitude toward the job, ability to work with others, etc.	1. Make a list of things the employer may ask the former employee or friend about the applicant.	1. See resources OK-6, T-2, #2-1 and 2-2.
2. Begin discussion with class on determining what persons to include as references.	2. Based on the above list, participate in class discussion to determine what persons should be included as references (e.g., former teachers, former employers, clergymen, co-workers, neighbors).	2. See resources stated above.

DESIGNATOR: OK-6, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-4: In a role-playing situation, to call a prospective employer for a job interview appointment.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Outline role-playing situation to be enacted. One learner plays role of employer; using instructor prepared questions, makes an appointment with the applicant, who responds ad. lib. Use toy telephones or real ones borrowed from phone company.	1. Play role of either employer or applicant in a simulated phone call to make a job interview appointment.	1. See resources OK-6, T-2.
2. Begin class discussion to bring out problems or awkward situations that occurred during the simulated phone call-- no calendar handy to check date no pencil and paper to make notes questions the applicant was unprepared for	2. Participate in discussion of problems or awkward situations that arose during the simulated phone call. List things to have ready before dialing the number.	2. See resources OK-6, T-2.

DESIGNATOR: OK-6, T-5 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-5: To write a suitable letter to a prospective employer requesting an appointment and giving qualifying information.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Give list of steps of writing a business letter.	1. Discuss and define the steps of writing a business letter.	1. Kreitlow, Burton. STEPS TO LEARNING. Austin: Steck-Vaughn Co., 1965.
2. Evaluate the procedures of writing business letter.	2. Write a business letter for an application form and for an interview.	2. Laubach, Frank C., Elizabeth Mooney Kirk, and Robert S. Laubach. Everyday Reading and Writing. Syracuse, New York: New Readers Press, 1970.
3. Discuss data sheet.	3. Develop a date sheet.	3. Cole, Dorothy. HOW TO GET A JOB AND KEEP IT. Austin: Steck-Vaughn Co., 1969.
4. Review writing a business letter and a data sheet.	4. Discuss the business letter including the data sheet.	4. Varnado, Jewel. ENGLISH ESSENTIALS. Austin: Steck-Vaughn Co., 1964.
5. Assist learners in writing letters to include data sheet.	5. Write business letter and include data sheet.	5. See resource #2 above.

DESIGNATOR OK-6, T-6 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-6: To list do's and dont's for the prospective employee in the interview situation (e.g., dress, behavior, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Show a film on employment interviews.	1. View film, formulate questions and/or opinions.	1-1 APPLYING FOR A JOB. No. 3011. Atlanta: Encyclopedia Britannica Educational Corp., 1970 (film). 1-2 TELL IT LIKE IT IS. Skokie: Sears Roebuck Foundation, (film).
2. Begin a discussion of the filmed interviews, drawing on learner's observations of dress, behavior, and attitudes displayed.	2. Participate in discussion of the film, noting what is expected of the applicant during the interview, and what behavior is appropriate.	2-2 GIFT: DAILY ADULT LIVING. Alabama ABE, State Department of Education. Montgomery, Alabama. 2-2 Schneider, Bernard, GETTING AND HOLDING A JOB. Phoenix, New York: Frank E. Richards, Publisher. 2-3 Stans, Maurice. JOBS FOR AMERICA. Washington: U. S. Government Printing Office. 2-4 WHAT STUDENTS SHOULD KNOW ABOUR INTERVIEWING. General Electric. 2-5 ABE WORKSHOP IN CURRICULUM AND INSTRUCTION. Alabama State Department of Education. Montgomery, Alabama, 1972.

OK-6, T-6 continued.

3. Assist learners in listing do's and don't's for job interviews.	3. List for future reference some do's and don't's for job interviews.	3. Refer to all resources listed above.

DESIGNATOR: OK-6, T-7 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for applications and interviews.

ENABLING OBJECTIVE T-7: To list possible questions to ask a prospective employer.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Conduct brainstorming session to list everything an applicant should know about a job before accepting it.	1. Participate in brainstorming session, naming things an applicant needs to know about a job.	1. See resources listed in OK-6, T-6.
2. Begin a discussion of the list in which the learners select those items an applicant could reasonably be expected to ask about, including: pay overtime pay vacation hours unusual regulations sick leave insurance working conditions chances for advancement Be sure to point out that most information will be given before the applicant has a chance to ask.	2. In discussion of the above list, select those items an applicant should have questions about.	2. See above list of resources.

OK-6, T-7 continued.

3. Assist learner in making a list of questions for future reference.	3. Write a personal list of questions to ask an employer including the items in activity 2 above and any items that may apply only to the individual (e.g., Does the company provide uniforms? What are the practices in accepting tips? Keep the list for future reference.	3. See above list of resources.

DESIGNATOR: OK-6, T-8 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-8: To be able to complete samples of job application forms as completely as possible.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide learners with a variety of sample employment forms explaining one in detail.	1-1 Take the sample practice sheet and fill in the information correctly and completely as the instructor goes along by steps. 1-2 Ask questions as they arise and look up unfamiliar words, etc.	1-1 Application form from local employment agency and/or company. 1-2 Dictionaries.
2. Assist learners with completion of application.	2. Complete a different application form on his own.	2. Various application forms.

DESIGNATOR: OK-6, T-9 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-9: To compute the cost of an interview (telephone call, transportation, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Write names and locations of industries employing large numbers of people in surrounding areas.	1. Locate various industries on map, and estimate distance from home.	1. Telephone directory; city, county, and state maps from Chanber of Commerce.
2. Demonstrate method of computing automobile expenses in traveling to an interview (15¢ or 20¢ per mile times the number of miles round trip).	2. Compute the cost of driving a car to and from an interview.	2. See above list of resources.
3. Secure bus routes and fare information, and taxi rates for the area.	3. Compute the cost of taking a bus or taxi to the interview.	3. Local and inter city bus companies; local taxi companies.
4. Obtain from telephone company current rates for long-distance calls to industries outside the local exchange.	4. Compute the cost of a telephone call to make an appointment for an interview, if the industry is not on the local exchange.	4. Telephone company.

DESIGNATOR: OK-6, T-10 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-10: To be able to write a complete resume to be used in employment application procedures.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Conduct discussion on tips for completing employment applications for various job, also list and discuss items that should be included in a resume. Divide the class into small discussion groups.	1. Participate in classroom discussion.	1. Cole, Dorothy Y. HOW TO GET A JOB AND KEEP IT. Austin: Steck-Vaughn Co., 1969.
2. Distribute mimeographed copies of personal data forms.	2. Discuss and practice filling out personal data forms correctly.	2. GETTING THE JOB. Chicago: Follett Educational Corporation, 1971.
3. Present the correct techniques for writing business letters. Demonstrate a sample business letter with the use of the chalk board.	3. Write sample business letters, using the correct techniques.	3. I WANT TO READ AND WRITE. Austin: Steck-Vaughn Co.
4. Engage the class in writing sample resume.	4. Write sample resume letters for employment applications on the basis of interest, aptitude and personal experiences.	4-1 See resource #3 above. 4-2 Richter, David. OCCUPATIONAL ESSENTIALS. Johnson Press, Inc., 1971.

DESIGNATOR: OK-7, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-1: Using personal experience and published materials, to discuss proper behavior and attitudes.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Display and lead discussion on pamphlets and books on conduct and dress on various types of jobs.	1. Read and discuss material concerning conduct and dress on various jobs.	1. OCCUPATIONAL ESSENTIAL SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford.: L. C. Johnson Press, 1971.
2. Invite representative from Personnel Department of local State Employment Agency.	2. Take notes on lecture which concerns standards of conduct and dress and ask questions.	2. Representative from local State Employment Agency.
3. Discuss with students standards of conduct and dress covered by resource persons.	3. Participate in discussion.	3-1 HOW TO GET AND HOLD THE RIGHT JOB. Montgomery, Alabama. Alabama State Employment Service. 3-2 EDUCATION AND JOBS. Local Employment Agency.
4. Prepare a list of requirements common to most jobs.	4. Participate in discussion-adding job requirement of own job.	4. See all above listed resources.
5. Aid students in comparison discussion.	5. Compare requirements and conduct of own job with the information presented by the personnel officer.	5. ----------

DESIGNATOR: OK-7, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVI OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-2: To discuss consequences (financial, personal) of meeting and not meeting job requirements.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Read aloud real-life situations from KEEPING THAT JOB. Ask questions of learners.	1. Listen to situations and respond to questions.	1. KEEPING THAT JOB, B. J. Dare and E. J. Wolfe. Follett Education Corp., 1967, Chicago.
2. Guide learners in role-playing situation.	2. Participate in role-playing situation, playing parts of employer and employee.	2. See resource #1.
3. Lead discussion on ways in which employees do not meet job requirements including: a. poor attitudes b. disloyalty c. dishonesty d. poor work attendence e. lack of productivity f. carelessness g. laziness	3. Participate in discussion adding own ideas.	3. GIFT: GOOD IDEAS FOR TEACHING. Alabama Adult Basic Education, State Department of Education. Montgomery, Alabama.
4. Assist small groups in making lists of possible benefits of meeting job requirements (raises, promotions) and consequences of not meeting job requirements (loss of job).	4. Break into small groups and make lists of possible benefits of meeting job requirements and consequences of not meeting job requirements.	4. THE WORLD OF WORK. Kay Koschnick, New Readers Press, Syracuse, New York.

DESIGNATOR: OK-7, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-3: Using various persons employed in a number of categories of jobs as resource persons, to discuss how work orders and assignments may be given (written, verbal) and the skills needed to understand these orders or assignments.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect sample work orders from local businesses.	1. Review sample work orders and formulate questions.	1. Sample work orders collected from local businesses, utility companies, telephone company, repair shops.
2. Display and lead discussion on these sample work orders.	2. Participate in the discussion.	2. Same resources as #1.
3. List vocabulary commonly used on written work orders.	3. Write vocabulary words applicable to own employment.	3. Same resources as #1.
4. Lead discussion on following verbal assignments.	4. Participate in discussion.	4. Instructor-made materials.
5. Guide role-playing activities.	5. Participate in role-playing activities by playing the parts of the boss and employee.	5. Script written by instructor.
6. Invite representatives from local businesses to discuss work assignments.	6. Take notes from lecture and ask questions of the speaker.	6. Representatives from local businesses.

OK-7, T-3 continued.

7. Lead discussion on material covered by representatives.	7. Participate in discussion.	7. See all resources listed above.

DESIGNATOR: OK-7, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-4: To be aware of various ways to deal with interpersonal conflict on the job.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Show film WORKING TOGETHER and conduct discussion after showing the film.	1. View film and participate in discussion.	1. WORKING TOGETHER. Atlanta: Educational Films, Encyclopedia Britannica Educational Corp.
2-1 Secure pamphlet HOW TO GET ALONG OTHER PEOPLE. 2-2 Prepare transparencies of: a. Desirable and undesirable personality traits. b. The right work attitude. c. How to get along with others. 2-3 Conduct discussion of the above transparencies.	2. Read and discuss instructor-made transparencies and pamphlet.	2-1 HOW TO GET ALONG WITH OTHERS. Local Penney's department store. 2-2 OCCUPATIONAL ESSENTIAL SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford: L. C. Johnson Press, 1971. 2-3 SEEKER TO EMPLOYER. Montgomery: Vocational Education Division, Department of Education, 1969.
3-1 Review role-playing steps or principles. 3-2 Direct role-playing.	3-1 Review role-playing steps or principles. 3-2 Participate in role-playing situations of potential conflict between fellow employers on the job.	3. See transparencies for resource #2-2 above.

DESIGNATOR: OK-7, T-5 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-5: To discuss importance of working conditions in terms of health and safety of the worker.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain free pamphlets on safety rules from places of employment in the vicinity.	1. Browse through pamphlets.	1. Free pamphlets on safety from various local places of employment.
2. Give individual instruction in specific reading skills.	2. Read orally and silently.	2. Spache, Evelyn B. READING ACTIVITIES FOR CHILD INVOLVEMENT. Boston: Allyn and Bacon, Inc., 1972.
3. Conduct discussion of pamphlets.	3. Discuss content of pamphlets.	3. See resources #1.
4. Make charts using safety rules for places of employment in the vicinity.	4. Write safety rules applicable to own place of employment.	4-1 See resource #1. 4-2 Vardo, Jewel. ENGLISH ESSENTIALS. Austin: Steck-Vaughn Co., 1964.
5. Invite a speaker from a local industry to discuss safety rules.	5. Listen to speaker and participate in after speech discussion of safety in various areas of employment.	5. Speaker from local place of employment.

DESIGNATOR: OK-7, T-6 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-6: Using published materials which explain union purposes, benefits, and obligations, to underline the main ideas.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Use filmstrip and cassett teach-a-tape, LABOR AND LABOR UNIONS, and conduct duscussion.	1. View film, listen to cassett, and participate in discussion.	1. LABOR AND LABOR UNIONS. Jamaica: Eyegate, 1973. (filmstrip and tape).
2. Secure pamphlets fron labor unions.	2. Read and underline main ideas in pamphlets on union benefits and obligations.	2. Pamphlets from labor unions.
3. Conduct individual and group reading of pamphlets.	3. Read pamphlets and discuss in group.	3. Same as resource #2.

DESIGNATOR: OK-7, T-7 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-7: To list several personal and family factors which may hinder employment and to discuss ways in which these obstacles can be overcome.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Prepare a list of various types of jobs in different companies and organizations in the area and job requirements that may present obstacles to employment (e.g., lack of child care services, long-distance travel).	1. Participate in group or individual discussion of personal and family factors that may hinder employment in specific jobs.	1-1 ALABAMA GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, Montgomery, Alabama. 1-2 Green Reva, Marshall, Bernice. Young, Edwin, and Young, Ruth. YOU, YOUR JOB AND CHANGE. New York: Oxford Book Company, 1968. 1-3 Telephone directory.
2. Give examples of types of obstacles that persons may be faced with when seeking certain types of employment.	2. List and identify in group or individual discussions how those obstacles may be overcome.	2. See resources #1-1 and 1-2 above.
3. Invite a speaker from a local Family Counseling Service or Mental Health Center and lead discussion on solving personal and family problems.	3. Participate in discussion with resource person.	3. Family Counseling Service, Mental Health Association, County Department of Pensions and Security.

DESIGNATOR: OK-7, T-8 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-8: To be aware of the pros and cons (including practicality) of part-time employment.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Lead discussion on reasons part-time employment is necessary, including: a. physical ability b. home situation c. job market d. work experience	1. Participate in discussion, adding own ideas.	1. THE WORLD OF WORK, Kay Koschnick, New Readers Press, 1969, Syracuse, New York.
2. Assist small groups in writing advantages and disadvantages of part-time employment.	2. Break into small groups and write ideas of the advantages and disadvantages of part-time employment.	2. See resources #1 above.
3. Lead discussion with groups. Make list on chalk board of advantages including: a. more time at home b. flexible hours and disadvantages including: a. smaller paycheck b. no fringe benefits c. lack of job securities	3. Participate in discussion and add ideas formulated in groups.	3. Refer to all listed resources.
4. Invite voactional counselor to speak on part-time employment opportunities in local community.	4. Listen to speaker and ask questions.	4. Vocational counselor.

DESIGNATOR: OK-7, T-9 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-7: To know standards of behavior for various types of employment.

ENABLING OBJECTIVE T-9: To write in business letter form, letters of resignation.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Make a presentation on writing business letters in different forms.	1. React to the presentation by making comments and asking questions.	1-1 Kreitlow, Burton, STEPS TO LEARNING. Austin: Steck-Vaughn Co., 1965. 1-2 Vardo, Jewel. ENBLISH ESSENTIALS. Austin: Steck-Vaughn Co., 1964. 1-3 Robertson, M. S., USING ENGLISH. Austin: Steck-Vaughn Co., 1972.
2. Give a mimeograph copy of a couple of business letters in different forms for assistance in writing.	2. Write a sample business letter resigning from your job. Use the handout for assistance in writing.	2. See resources #1-1, 1-2 and 1-3 above.

DLSIGNATOR: OK-8, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-1: To list some attributes which may lead to promotion.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure from local employment office a listing of jobs in the local area with their description for use by learners. 1-2 Secure copies of Alabama Job Guide for Young Workers.	1-1 Make list of 10 different jobs that indicate advancement opportunities. 1-2 Make a list of the advancement levels associated with or related to various jobs.	1-1 Job listing from local employment office. 1-2 ALABAMA JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations. Montgomery, Alabama. 1-3 _____, 1972-73 OCCUPATIONAL OUTLOOK HANDBOOK. Superintendent of Documents. Washington: U. S. Government Printing Office.
2. Lead a group session in discussing the listings that have been drawn up.	2. Participate in group discussion of jobs and advancement levels.	2. See resources #1-1, 1-2 and 1-3 above.
3. Make list of methods and advancement requirements for various jobs.	3. Associate or relate specific methods and requirements with specific jobs.	3-1 See resources #1-1, 1-2, and 1-3 above. 3-2 Representative from local employment agency.
4. Lead discussion of personal qualities necessary for promotion such as: assuming responsibility, loyalty, positive attitude, etc.	4. Participate in discussion, describing qualities of the person likely to be promoted.	4. THE WORLD OF WORK. Koschnick, New Readers Press, Syracuse, New York.

DESIGNATOR: OK_8, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-2: To chart the places in the community which offer vocationally-related training, the kind of training offered, the sponsoring agency, cost to the individual, and other pertinent information.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect brochures or catalogs from public and private schools, federal, state, and local agencies offering vocational training in the community.	1. Examine brochures and catalogs. Find references to training available in a field of special interest to the learners.	1-1 JOB GUIDE FOR YOUNG WORKERS. Research and Statistics Division, Department of Industrial Relations, State of Alabama. 1-2 City and County Board of Education. 1-3 State Employment Service. 1-4 Department of Pensions and Security. 1-5 Ads in local newspapers. 1-6 State Technical School Guide, State Department of Education, Division of Vocational Education, T. L. Faulkner, State Director.
2. Point out how to use the brochures and catalogs to locate desired information: kind of training, eligibility, cost, and how to get further information.	2. Make an information sheet to take home, listing the kind of training selected, the names and addresses of institutions offering the training, cost, and phone number to call for further information.	2. See resources for #1-1 through 1-6 above.

OK-8, T-2 continued.

3. Outline procedures for telephoning for further information.	3. Make a list of questions to be asked in a telephone inquiry for further information: hours, length of course, transportation, placement service, etc.	3. Refer to previously listed resources.

DESIGNATOR: OK-8, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-8: To be aware of attributes and skills which may lead to promotion.

ENABLING OBJECTIVE T-3: To become familiar with the manner in which to ask an employer for increased salary, benefits, or special privileges.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Conduct group discussion of present benefits and privileges as well as benefits and privileges desired.	1. Participate in group discussion.	1. OCCUPATIONAL ESSENTIAL SKILLS AND ATTITUDES FOR EMPLOYMENT. Rockford: L. C. Johnson Press, 1971.
2. List realistic aspirations of benefits and privileges.	2. List increased benefits and special privileges desired.	2. Same as resource #1.
3. Prepare transparency listing the steps or principles in role-playing.	3. Read and discuss steps or principles of role-playing.	3. SEEKER TO EMPLOYER. Montgomery: Vocational Education Division, Department of Education, 1969.
4. Direct role-playing.	4. Divide into groups and participate in role-playing asking for increased benefits and special privileges.	4. Learners as participants in role-playing situation.

DESIGNATOR: OK-9, T-1 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-1: Using payroll statements to calculate hourly wages, piecework rates, percentage of tax deductions, social security deductions, insurance deductions, etc. (net and gross).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Review with students how to find rates, percentage, tax, social security and insurance.	1. Practice finding rates, percentage, tax, social security and insurance.	1. Rosenberg, BUSINESS MATHEMATICS. New York: McGraw-Hill Book Co., 1968.
2-1 Give brief explanation of the importance of understanding financial and legal aspects of their employment and secure study forms. Distribute forms to learners. 2-2 Introduce local Social Security Officer.	2-1 Discuss problems with financial and legal aspects of employment. 2-2 Discuss the method of payroll deductions, social security deductions formula and insurance deductions.	2-1 Samples of payroll deduction forms from city clerk, Superintendent of Education and local Social Security Office. 2-2 Local Social Security Officer to help in discussion.
3. List and define abbreviations and unfamiliar terms on payroll forms.	3. Use dictionary to become familiar with words and abbreviations in payroll deductions.	3-1 Payroll forms. 3-2 Dictionary.
4. Cite examples of problems encountered by people who did not understand the legal aspects of their employment and deductions.	4. Discuss personal experiences and/or experiences of others who have problems because they do not understand their payroll statement.	4-1 YOUR PAYCHECK. New York: McGraw-Hill Book Co., p. 73. 4-2 PAYCHECK. San Francisco: Follett Educational Corporation, 1967.

DESIGNATOR: OK-9, T-2 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-2: Using various scales to calculate overtime and deduct for lateness or absenteeism.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Obtain time cards from local businesses. Give to learners and lead discussion on importance of keeping proper time.	1. Look over time cards and participate in discussion.	1. Time cards and scales from local businesses.
2. Assist learners in filling out time cards and computing time.	2. Fill out time cards and compute time.	2. Same as resource #1.
3. Demonstrate how overtime is calculated on various scales.	3. Calculate overtime pay on time-and-a-half basis, double time, or any other scale currently in use in the industry.	3. ----------
4. Demonstrate ways tardiness and absence may affect pay.	4. Calculate deductions for tardiness and absenteeism.	4. ----------

DESIGNATOR: OK-9, T-3 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-3: To apply for a social security card and to change names at the time of marriage or divorce.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect Social Security Applications and distribute to the class.	1. Study Social Security application.	1. Social Security Department in local area (application forms).
2. Conduct a question and answer session on the importance of Social Security Cards.	2. Participate in the questions and answer session.	2-1 U. S. Department of Health, Education and Welfare. Social Security Administration PHEW, Publication No. (SSA) 72-10033. 2-2 Same as resource #1.
3. Give definitions of the different items on on the application form.	3. Practice filling out correctly applications for Social Security Card.	3. Same as resource #1.
4. Assist students in filling out forms.	4. Same as activity #3.	4. Same as resource #1.
5. Conduct discussion on the importance of the change of name due to marriage or divorce.	5. Participate in group discussion and questions and answer period.	5. Same as resource #1.
6. Give instructions and assist in filling out an application form for a request for change in Social Security card due to marriage or divorce.	6. Fill out correctly applications for change as names for Social Security Card due to marriage or divorce.	6. Same as resource #1.

DESIGNATOR: OK-9, T-4 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-4: To write a letter requesting social security information.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure information on social security and discuss main points with learners.	1. Take part in discussion and make list of information needed.	1. Booklets from Social Security Office.
2. Make a general presentation on parts of a business letter.	2. Write parts as given by instructor	2. LISTEN AND WRITE LESSON BOOK. McGraw-Hill Book Co., Huntington, New York, pp. 46-48.
3. Show a sample letter using an opaque projector.	3. View the sample letter and write a business letter.	3-1 Sample business letter. 3-2 Opaque projector.
4. Provide a list of words that are unique to social security with their meanings.	4. Match words unique to social security with their meaning.	4. Dictionary.
5. Guide the learner in writing their letter.	5. Write letter requesting the needed information.	5. Refer to resources #2, #3-1 and #3-2 above.

DESIGNATOR: OK-9, T-5 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-5: Using Social Security booklets, to read and underline the main ideas.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Obtain social security booklets. 1-2 Lead a duscussion of unfamiliar words and meanings.	1-1 Read and identify main ideas in booklet. 1-2 Match words to meanings orally.	1-1 DHEW Publication, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 1-2 Pamphlet - YOUR MEDICARE HANDBOOK. DHEW Publication No. (SSA) 73-10050. 1-3 Pamphlet - YOUR SOCIAL SECURITY. DHEW Publication No. (SSA) 72-10035. 1-4 Pamphlet - SOCIAL SECURITY INFORMATION FOR YOUNG FAMILIES. DHEW Publication No. (SSA) 72-10033. 1-5 Pamphlet - IF YOU BECOME DISABLED. DHEW Publication No. (SSA) 73-10029.
2. Prepare work sheets for identifying words by matching.	2. Match words to meanings on work sheets.	2. Instructor prepared work sheet.
3. Lead discussion for clarification of main ideas.	3. Read and discuss booklets to clarify main ideas; underline main ideas.	3. Refer to resources #1-1, 1-2, 1-3 and 1-4 above.

DESIGNATOR: OK-9, T-6 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To identify financial and legal aspects of employment.

ENABLING OBJECTIVE T-6: Using social security booklets to calculate amounts of money paid in and numbers of quarters needed to be covered by social security.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1-1 Secure booklets from Social Security Office. 1-2 Direct learner study on Social Security Benefits and calculations.	1-1 Review booklets. 1-2 Review skills in percentages. 1-3 Study contribution rate schedule. 1-4 Calculate amount of money paid in. 1-5 Calculate number of quarters need for coverage.	1. Booklets secured from local Social Security Office.
2. Invite a Social Security Representative to speak with learners.	2. Question speaker about Social Security.	2. Representative from local Social Security Office.
3-1 Assess understanding of social security information. 3-2 Work with students individually to assess understanding of calculating money paid in and number of quarters covered by social security.	3. Individually practice calculating the amount of money paid in and number of quarters need to be covered by social security for own personal situation.	3. See resources #1 above.

DESIGNATOR: OK-9, T-7 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-7: To understand and be able to complete a W-4 Employee's Withholding Exemption Certificate form.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Secure copies of W-4 form with instructions for completing from local Internal Revenue Service Office. Distribute to learners.	1. Read over W-4 form, underlining any unfamiliar words.	1. Internal Revenue Service Office.
2. Begin discussion to determine working definitions fo key words appearing on forms: withholding, deduction, dependent, etc.	2. Discuss meanings of words appearing on W-4 form. Use dictionary if needed.	2. Dictionaries.
3. Explain purpose of W-4 form. It authorizes employer to deduct a portion of the employee's salary for income tax. Outline procedures for completing form, following instructions.	3. Fill in information required by W-4 form, following instructions given.	3. See resource #1 above.

DESIGNATOR: OK-9, T-8 AREA OF KNOWLEDGE---OCCUPATIONAL KNOWLEDGE

PERFORMANCE OBJECTIVE OK-9: To know the financial and legal aspects of employment.

ENABLING OBJECTIVE T-8: To become familiar with types of insurance commonly available to the worker (workman's compensation, disability, major medical, etc.).

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect and explain brochures on workman's compensation. Lead question and answer period.	1. Read over brochures. Participate in question and answer period.	1. Insurance information brochures from local employers, such as telephone company, large industries, etc.
2. Collect and explain pamphlets on disability insurance. Lead question and answer period.	2. Read over pamphlets. Participate in question and answer period.	2. Pamphlets from Social Security Office and insurance companies.
3. Collect and explain pamphlets on major medical insurance. Point out advantages and disadvantages of each type. Lead question and answer period.	3. Read over pamphlets. Make list of advantages and disadvantages of types of insurance. Participate in question and answer period, adding own experiences.	3. Pamphlets from local insurance companies.
4. Invite representatives from local insurance companies to speak on types of insurance.	4. Listen to speaker. Ask questions.	4. Representatives from local insurance companies.
5. Lead discussion on material covered by speaker.	5. Participate in discussion.	5. Same as all resources listed above.

OCCUPATIONAL KNOWLEDGE

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